1998

The Role of Prereading Instruction in Content Area Reading

Mary Carol Smith
University of Northern Iowa

The Role of Prereading Instruction in Content Area Reading

Abstract

The graduate project presented in this paper is a workshop for teachers of grades 4, 5, and 6. The workshop will consist of prereading strategies to use in the content areas. Participants will learn that prereading instruction is preparing the student to read content area material. Teachers involved in the workshop will also gain an understanding of the need for and importance of prereading preparation.

THE ROLE OF PREREADING INSTRUCTION IN CONTENT AREA READING

A Graduate Project

Submitted to the

Division of Reading and Language Arts

Department of Curriculum and Instruction

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

By

Mary Carol Smith

July 1998

This Project by: Mary Carol Smith

Titled: The Role of Prereading Instruction in Content Area Reading

has been approved as meeting the research requirement for the Degree of Master of Arts in Education.

8-31-98
Date Approved

Deborah L. Tidwell
Graduate Faculty Reader

9-2-98
Date Approved

Charline J. Barnes
Graduate Faculty Reader

9/3/98
Date Approved

Linda F. Quinn
Head, Department of Curriculum and Instruction

TABLE OF CONTENTS

INTRODUCTION

Description of the Project

The graduate project presented in this paper is a workshop for teachers of grades 4, 5, and 6. The workshop will consist of prereading strategies to use in the content areas. Participants will learn that prereading instruction is preparing the student to read content area material. Teachers involved in the workshop will also gain an understanding of the need for and importance of prereading preparation.

Definition of Terms

To facilitate the reader's understanding of this paper an explanation of a variety of terms follows.

Content area reading – Reading in the content area texts, such as science and social studies.

Prereading – Instruction which takes place before the assigned content material is read.

Schemata – Existing knowledge structure.

Prior knowledge – What students already know about a topic.

Rationale for Development of the Project

Classroom observations and research on reading comprehension (Symons & Pressley, 1993; McKeown, Beck, Sinatra, & Loxterman, 1992; Dole, Valencia, Green, & Wardrop, 1991; Kletzien, 1991; Anderson & Pearson, 1984) suggest that there is a great need for the presentation of prereading strategies to classroom teachers. Vacca (1989) asserts that no instructional concept in content area reading is more sensible or powerful than prereading preparation. The workshop was chosen as the vehicle to deliver this instruction because of its ability to reach many teachers at one time. Sharp (1993) found such workshops to be effective when (1) teachers were active participants in the workshop, (2) the strategies presented related directly to the content teachers' classrooms, and (3) the staff developer was knowledgeable, experienced, and enthusiastic about the topic.

Anyone constructing a workshop for content area teachers should also know that these teachers often have negative attitudes toward the teaching of reading (O'Brien & Stewart, 1992; Roe, Stoodt, & Burns, 1998). Dupuis, in her preface on teachers' feelings about poor student achievement, stated that teachers feel helpless and frustrated about students who cannot read classroom materials (Dupuis & Merchant, 1993). Teachers may also feel overwhelming pressure to cover the content in the curriculum, and preparing students to read

can easily be dismissed as too time-consuming. This may especially be true of beginning teachers; many spend preparation time attempting to learn the concepts themselves (Anders & Guzzetti, 1996). Ratekin, Simpson, Alvermann, and Dishner (1985) found that most instructional time in the content area classroom (69%) was spent presenting information. Very few of the teachers they observed included any prereading activities in their lessons, and in that small group only 1% of the classroom time was spent on prereading. Clearly, information presentation overshadowed instructional readiness. And, even though the phrase "every teacher a teacher of reading" was popularized by William S. Gray some sixty years ago (Moore, Readence, & Rickelman, 1983), O'Brien and Stewart (1990) found that content reading is not universally embraced by content teachers. They cited locus of instruction to be the main issue with classroom teachers. Locus of instruction is concerned with the instructional responsibility and types of material used to teach reading in content classrooms. Content teachers resist content reading instruction because they misinterpret this locus of instruction. They confuse reading-to-learn with learning-to-read. Many middle grade teachers assume that once students have left the primary grades, they should have mastered the skills necessary for efficient reading in content area subjects (Dishner, Bean, Readence, & Moore; 1992). These teachers see themselves as information

dispensers. Unfortunately, the demands placed upon students trying to read subject material differ greatly from those placed on students as they learned to read from narrative material in the early grades. This is one reason why content teachers must see that teaching students to read in their content area is not an added instructional burden. Reading instruction should not be seen as basic skills instruction. In fact, this is actually a content-area issue. It is about instruction in the content, or rather, about how to understand the way that content is presented. This is a subject-specific issue in that each content area subject determines how the text is presented. This is new to the students just as the content is expected to be new. Also, teachers should not assume that students with reading difficulties are not their responsibility and will be attended to by reading specialists (Roe, Stoodt, & Burns, 1998). And, since it has become more and more the responsibility of upper-level and secondary teachers to show students the procedure for reading comprehension in each subject area (Cochran, 1993), content area reading workshops serve to meet the needs of these teachers. They are the ones who can help students learn the language and thinking processes that need to be developed for success in each specific field.

This workshop, then, can help the reading specialist be an effective agent of change (Horn, 1982; Jaeger, 1996). It is important for the reading specialist to make the transition easy for the classroom

teacher. This can be done by providing practical methods and materials, modeling the strategies in the classroom, and developing a good rapport with the content teachers. The workshop is an excellent starting point for these endeavors.

A basic understanding of the reading process is a key to the success of this workshop. The teachers in the workshop will be shown that reading is an interactive, constructive process. Rhodes and Dudley-Marling (1996) see the strategies of predicting, confirming, and integrating deeply embedded in the reading process. In reading, the strategies of predicting and confirming not only help readers process language cues and solve meaning construction problems, they also provide continual feedback. Good readers constantly monitor their own comprehension until the text has been read. Finally, as they read, readers integrate new information received with what they already know, believe, and feel. Information is chosen to be remembered or integrated on the basis of whether the information is important for the established reading purposes. Information is also integrated on the basis of the relationship between the reader's schema and the author's schema. All readers approach a text with different backgrounds, beliefs, and feelings. Thus, reading is a process involving personal meaning construction with print.

One way students bring meaning to print is through their prior knowledge. A conclusion emerging from recent research is that a

reader's prior knowledge and background experience is very important in facilitating comprehension. Readers draw on information from various sources concurrently to construct a representation of a text's message (McKeown et al., 1992). When readers read something they have never read before, they search through their minds for existing knowledge and understanding to connect with the new information. Students who have a high level of knowledge have a clear advantage in comprehending (Dole et al., 1991). Lack of knowledge interferes with comprehension. Also, the extent of students' knowledge has been shown to influence the quality of their understanding (McKeown et al., 1992). Symons and Pressley (1993) found that prior knowledge enables students to find information within a text and to extract that information, thus increasing comprehension. Therefore, teachers can activate students' prior knowledge and help students build the schemata that will facilitate comprehension through prereading instruction. For the student with low reading skills, this is the most critical phase of instruction (Ciborowski, 1992), because it is rooted in the belief that all students have a reservoir of knowledge and experiences that can be utilized in textbook learning. Once students feel their prior knowledge is seriously recognized and valued, they can begin to see the connections between their experiences and what they are learning. Low readers will feel empowered and can regain the

confidence to learn and invent strategies for integrating the textbook content into what they already know.

Another important use of prereading instruction is student motivation. Interest in a topic is a great motivator for the student, and the motivation a reader has to read a particular text passage will greatly influence learning (Anderson, Shirley, Wilson, and Fielding, 1987; Anderson, 1982). Providing motivation is an essential task of any teacher and can be done with prereading instruction. Curiosity can be another determinate of motivation. Prereading activities tend to motivate students by stimulating their curiosity about the contents of a passage. Actually, arousing curiosity and activating prior knowledge are closely related instructional activities (Vacca & Vacca, 1996). Curiosity arousal gives students a chance to consider what they already know about the material to be read. Thus, arousing curiosity helps students raise questions that can only be answered by giving thought to what they have read. Motivation also sustains a person's behavior, so it is important that prereading instruction also helps students approach their reading with confidence and higher self-esteem. In fact, Vacca (1989) states that "showing students that they know more than they think they do about the material to be read is what prereading instruction is all about."

Finally, prereading instruction serves to set a purpose for reading. Two of the most appropriate questions that students can ask about a

reading selection are "What do I need to know?" and "How well do I already know it?" (Vacca & Burkey, 1992). "What do I need to know?" prompts readers to activate their background knowledge to make predictions and set purposes. It helps students make plans for their reading. Content area teachers can also help students read with purpose by setting expectations about the meaning of text material during prereading activities. In an article about activating student interest in content area reading, Mathison (1989) writes that challenging students to resolve a paradox is a good prereading technique. It also sets a purpose for reading in that the students are directed to their textbook to find information they will need to resolve the paradox. In the same way, disrupting readers' expectations during prereading instruction provides compelling reasons for students to interact with their textbook (Mathison, 1989). Helping students create a more purposeful relationship with their textbooks will then facilitate their ability to learn in the classroom.

METHODOLOGY

Information used in the development of this project was located by using the ERIC data base search. Key words were prereading, content area reading, reading consultant, reading specialist, prior knowledge, and teacher in-service. A hand-search was also done by

investigating the references in various content area reading books. Many journal articles and books were read and used in formulating the ideas for the project. Ideas, information, and concepts were then collapsed into four prereading workshops. Each workshop presents a prereading strategy for a different content area. Each strategy is shown to meet the three goals of prereading instruction: activating prior knowledge, motivating students to read, and setting a purpose for reading. The result is a research-based workshop on prereading strategies for the content areas.

THE PROJECT

Four prereading workshops are contained in this project. The workshops are to be presented to content area teachers of grades 4, 5, and 6 in the school district in which I teach. The workshops will be held during scheduled early-outs. Students are dismissed two hours early on these days. Each workshop will be one hour in length.

Administrators in the district have previously solicited ideas for the early-outs from staff members. It is believed that the prereading workshops will be a welcome staff development activity. All teachers must attend the early-out meetings. Since classrooms are self-contained, the regular education teachers can benefit from these

workshops. Also many special education teachers must teach the content area subjects. These workshops will contain ideas and strategies that they, too, can implement.

The first workshop is an introduction to the following three. At the first meeting, prereading instruction will be explained and discussed, as well as the reading process. It is a goal of this first workshop to get the teachers involved and interacting with one another about the topic of prereading instruction in the content areas. During the second meeting, a prereading strategy that can be used in science classrooms will be demonstrated. The strategy is called Possible Sentences (Moore & Moore, 1986). The format of this workshop and the remaining two are similar. First, the prereading strategy is introduced by actually doing the strategy. This makes the transfer of knowledge more interesting. Next, the strategy is modeled using the actual textbooks students and teachers use in their classrooms. After modeling, the teachers at the workshops get a chance to practice the strategy. Finally, a videotape demonstration is shown. I will go into the classrooms and model the prereading strategy for teachers and students. This presentation will be videotaped and the tape will be critiqued at the workshop. The strategy presented at the third meeting is an Anticipation Guide (Readence, Bean, & Baldwin, 1989). It is used with a social studies text to activate prior knowledge and set a purpose for reading. The

fourth and final meeting is a presentation of the List-Group-Label strategy as it pertains to a math text. Each workshop will also be accompanied by handouts and overhead transparencies to facilitate understanding of the strategies.

CONCLUSIONS AND RECOMMENDATIONS

Becoming a proficient staff developer should be a goal of the reading specialist. The reading specialist has the tools to help the content area teacher be a teacher of reading, too. Both should strive for a meaningful collaboration. This will not only benefit the two of them, but the students as well.

This project has dealt with the prereading phase of reading instruction. Further workshops should be designed to present strategies to facilitate learning during reading and after reading. Then, these workshops could be given to junior high and high school content teachers in the district. This would have a major impact on their teaching and students' learning.

OUTLINE FOR 1ST MEETING

Prereading in the Content Areas --

An Introduction to the Workshops

1. What is PREREADING INSTRUCTION?
   - Prereading instruction is preparing the student to read the text material.
   - (Overhead-1) "No instructional concept in content area reading is more sensible or powerful than prereading preparation." (Richard T. Vacca)

2. Cue Set -- Show Green Eggs and Ham (Dr. Seus book).
   - Explain that Sam didn't like green eggs and ham because he had no prior knowledge of them.

3. Is there a research base on PRIOR KNOWLEDGE and its effect on comprehension?
   - (Overhead-2) Names of researchers.
   - Anderson & Pearson, 1984 -- They found that successful learning depends largely on students' prior knowledge of the content.

- Dole, Valencia, Green, & Wardrop, 1991 -- Their research indicated that students who have a high level of knowledge of the subject have a clear advantage in comprehending the text material.
- Symons & Pressley, 1993 -- These researchers showed that prior knowledge enables students to find information within a text and to extract that information, thus increasing comprehension.
- Kletzien, 1991 -- He found that good comprehenders tended to use more reading strategies (such as those for prereading) than poor comprehenders.
- Conclusion of the research: a reader's prior knowledge and background experience facilitate comprehension. Prereading instruction activates prior knowledge, and thus increases comprehension.

4. What is READING?
   - Ask participants, "What do you already know about reading?"
   - Reading is an interactive, constructive process.
   - Reading is the process of getting meaning from the printed symbols on the page.
   - (Overhead-3) Goodman and Burke Model of the Reading Process

- There are 3 parts of the reading process: predicting, confirming, and integrating.
- Predicting and Confirming: they not only help readers process language cues and solve meaning construction problems, they also provide continual feedback.
- Integrating: readers integrate new information with what they already know.
- Conclusion: reading is a process involving personal meaning construction with print

5. . What will PREREADING INSTRUCTION do?
   - (Overhead-4)
   - Activate prior knowledge.
   - Arouse interest (motivate).
   - Set the purposes for reading.

6. Is PRIOR KNOWLEDGE important?
   - Ask participants to consider the following sentence on the overhead.
   - (Overhead-5) "The notes were sour because the seam split."
   - Participants will notice that even though all the words are familiar and the syntax is straightforward, most people do

not know what the sentence is about. It does not "make sense."

- Ask participants to notice what happens when the additional clue, "bagpipe," is provided. Prior knowledge is activated and the sentence now makes sense.
- (Bransford & McCarrell, 1974).

7. Concluding Activity

- "Ordeal by Cheque" (a story by Wuther Crue, 1932)
- The story is told entirely through the bank checks of the Exeter family over a 28-year span.
- This prereading activity will do all of the abovementioned: activate prior knowledge, arouse interest, and set the purpose for reading.
- Hand out papers with the first eight checks on them.
- Reader's task: construct the meaning of the story.
- Read through the first eight checks together. Then ask the following questions from the overhead.
- (Overhead-6) Prereading Activity for "Ordeal by Cheque"

What is the story about?

Who are the main characters and what do you know about them?

What do you predict will happen in the remainder of the story?

- Statements made about Lawrence Exeter and his son are the result of schema activation. (Ask workshop participants for the basis of the characterizations.)
- This activity activates the workshop participants prior knowledge of stories. (Some may use their story schema to establish a setting and identify a problem or conflict. Ask participants to predict how it will be resolved.)
- Now participants have a framework in which to construct meaning for the story.
- Expectations have also been raised about the content of the checks yet to be read. (Participants will get the rest of the checks, or story, as they leave.)
- (Vacca & Vacca, 1996).

8. Preview of upcoming workshops.

- (Overhead-7) Calendar of Prereading Workshops
- Explain how each workshop will deal with a different content area.

- Explain and ask for a volunteer who will allow me to model a prereading strategy in their classroom and videotape it. The videotape will be viewed and critiqued at the next workshop.
- Hand out calendars and "Ordeal by Cheque" stories.

CALENDAR

FOR

PREREADING WORKSHOPS

All workshops will be held the second Wednesday of each month during our scheduled early-outs. Workshops will be held in Room 104 and will last one hour. There WILL be food! Following are the dates and topics:

Sept. 9, 1998 Introduction to Prereading Workshops

Oct. 13, 1998 A Prereading Strategy for Science

Nov. 10, 1998 A Prereading Strategy for Social Studies

Dec. 8, 1998 A Prereading Strategy for Math

OUTLINE FOR 2ND MEETING

A Prereading Strategy for Science

1. Possible Sentences (Moore & Moore, 1986)
(Tierney, Readence, & Dishner, 1990)

- Introduce the strategy by doing the strategy.
- Step 1: List Key Vocabulary

(Overhead-8)

verify	discussion	generate
refine	vocabulary	record
elicit	sentences	evaluate
read	concepts	key

- Step 2: Elicit Sentences

  Ask workshop participants to use at least two words from the list to make a sentence, one they think might possibly be in the text. Record the sentences on the board.

- Step 3: Read and Verify Sentences

  Hand out the description of the Possible Sentences strategy. Ask participants to read the text of the description to check the accuracy of the sentences generated.

- Step 4: Evaluate Sentences

  Discuss and evaluate each sentence with the description of the strategy available for reference. Omit or refine sentences

that are not accurate.

- Step 5: Generate New Sentences

  Ask workshop participants for additional sentences using the key vocabulary words. Check these sentences against the strategy description for accuracy. Have participants record all final sentences on the back of the handout.

2. Apply Possible Sentences to science textbook selection.

   Model the strategy for workshop participants.

   Science text: Discover Science – Grade 6
   Scott, Foresman (1992)
   Pages 66-70.
   Lesson Title: "What Are Adaptations?"

- Step 1: Key vocabulary from the text.

  (Overhead-9)

adaptation	physiological adaptations
behavior	structural adaptations
camouflage	behavioral adaptations
instincts	protective coloration
learned behaviors	protective resemblance

- Step 2: Elicit sentences. Record them on the board.
- Step 3: Read and verify sentences.

  (Overhead-10) Copy of the text.

Each workshop participant is provided with a copy of the book. Everyone reads the selection silently to check the accuracy of the sentences generated.

- Step 4: Evaluate sentences.

  Discuss accuracy of each sentence. Omit or refine sentences that are not accurate.

- Step 5: Generate new sentences.

  Check text for accuracy and ask participants to record all final sentences on the back of the handout.

3. Practice the strategy.

   - Group teachers by grade level and ask them to develop the prereading strategy of Possible Sentences with their own science texts.
   - Allow time for discussion. Circulate to provide help and information.
   - Participants will have the opportunity to present the strategy and/or discuss it further at the next workshop.

4. View the videotape of me demonstrating the Possible Sentences strategy in the classroom. Critique and discuss the videotape. Ask for a new volunteer who will allow me to model the next prereading strategy in the classroom and videotape it.

HANDOUT – A PREREADING STRATEGY FOR SCIENCE

POSSIBLE SENTENCES

- Possible Sentences (Moore & Moore, 1986) is designed to help students to:
  1. learn new vocabulary to be encountered in a reading assignment
  2. make predictions about sentences to be found in their reading
  3. provide purpose for reading
  4. arouse their curiosity concerning the text to be read

- Possible Sentences was designed as a means to enable students to determine independently the meanings and relationships of unfamiliar words in text reading assignments. Students make predictions about the relationships between the unknown words, read to verify the accuracy of the predicted relationships, and use the text to evaluate and refine their predictions. Thus, prediction is used to create interest and to focus students' attention on the meanings and concepts to be acquired.

- Possible Sentences is a five-part lesson and consists of the following steps:
- Step 1: List Key Vocabulary.

  To begin a Possible Sentence lesson, the teacher lists the essential vocabulary of a text selection on the board and pronounces the words for the students.
- Step 2: Elicit Sentences.

  Students are then asked to use at least two words from the list and make a sentence, one they think might possibly be in the text. The sentences are recorded exactly as given on the board.
- Step 3: Read and Verify Sentences.

  Students are asked to read the text to check the accuracy of the sentences generated.
- Step 4: Evaluate Sentences.

  With the text available for reference, a discussion is held as each sentence is evaluated. Sentences that are not accurate are either omitted or refined, according to what the text states. The discussion of the sentences calls for careful reading, since judgments as to the accuracy of sentences must be defined by students.
- Step 5: Generate New Sentences.

  After the original sentences have been evaluated, the teacher asks for additional sentences. This step is taken to further extend

students' understanding of the meanings and relationships of the vocabulary terms. As new sentences are generated, they are checked against the text for accuracy. All final sentences should be recorded in their notebooks by the students.

- Possible Sentences provides students an opportunity to use all language processes as they learn new word meanings. Students use their prior knowledge to make connections between new and known vocabulary words. Students use speaking to express these connections. They use listening to hear other students' ideas. They read to verify the possible sentences generated, and they write the refined versions in their notebooks.

- References:

Moore, D. W., & Moore, S. A. (1986). Possible sentences. In E. K. Dishner, T. W. Bean, J. E. Readence, & D. W. Moore (Eds.), Reading in the content areas: Improving classroom instruction (pp.174-179). Dubuque, IA: Kendall/Hunt.

Tierney, R. J., Readence, J. E., & Dishner, E. K. (1990). Reading strategies and practices: A compendium. Boston: Allyn and Bacon.

Outline for 3rd Meeting

A Prereading Strategy for Social Studies

1. Anticipation Guide (Readence, Bean, & Baldwin, 1989) (Tierney, Readence, & Dishner, 1990)

- Introduce the strategy by doing the strategy.
- Step 1: Identify Major Concepts.
  1. The purpose of the Anticipation Guide is to activate students' knowledge about a topic before reading and to provide a purpose for reading the text material.
  2. The Anticipation Guide uses controversy as a motivational device to get students involved in the material to be read.
  3. The Anticipation Guide can be adapted for use at any grade level.
  4. The Anticipation Guide can be used to introduce a film, lecture, audiotape, or field trip, as well as to introduce a text reading assignment.
  5. Experienced-based statements are crucial to the success of Anticipation Guides; using statements that are merely fact-based is ineffective.

- Step 2: Determine Students' Knowledge Of These Concepts. Consider the students' experiential background. Consider the whole group as well as individuals.
- Step 3: Create Statements.
  1. Controversy can be a good thing.
  2. It's a waste of valuable classroom time to prepare students to read.
  3. Reading strategies should only be used in grades K-3 because that is when children learn to read.
  4. The use of prediction is one way to help comprehension.
- Step 4: Decide Statement Order and Presentation Mode.
- Step 5: Present Guide.

(Overhead-11) An Anticipation Guide for the Anticipation Guide Prereading Strategy

Give directions:

1. Here are some statements about a prereading strategy called the Anticipation Guide.
2. Listen as I read each statement and mentally decide if agree or disagree.
3. Be prepared to defend your thinking as we discuss the statements.

- Step 6: Discuss Each Statement Briefly.

  Ask for a show of hands to indicate agreement or disagreement. Tally the responses on the overhead. Participants listen and evaluate their own views in terms of the others they hear.

- Step 7: Direct Students To Read The Text.

  Hand out the description of the strategy. Participants are instructed to read the description with the purpose of deciding what the author would say about each statement.

- Step 8: Conduct Follow-up Discussion.

  Ask participants to respond once again to the statements. This time they should react on the basis of the actual text.

2. Apply the Anticipation Guide to social studies text selection.

   Model the strategy for the workshop participants.

   - Social studies text: States and Regions – Grade 4
     Harcourt Brace (1991)
     Pages 446-449.
     Lesson Title: "The Pampa of Argentina"

   - Step 1: Identify the major concepts.

     1. The Andes Mountains run along the western edge of Argentina.
     2. The pampa has a mild climate and good rainfall.

3. Buenos Aires, the capital of Argentina, is a large, modern city with skyscrapers and wide highways.
4. Argentina's pampa is one of the world's largest plains.
5. The most valuable product of the pampa is beef cattle.
6. Estancias, or large ranches, used to cover thousands of acres on the pampa.

- Step 2: Determine the students' knowledge of these concepts.
- Step 3: Create statements for Anticipation Guide.
  1. Penguins could certainly not live in Argentina because climate is so hot.
  2. Since Argentina is a poor country, it has no big, modern cities.
  3. Argentina probably has lots of cattle because they can graze on the pampa (large plains).
  4. Estancias, or ranches, are smaller nowadays in Argentina.
  5. If you go to Argentina, you probably won't be able to breathe very well because it's all mountains.
- Step 4: Decide statement order and presentation mode.
- Step 5: Present guide.

(Overhead-12) The Pampa of Argentina

- Step 6: Discuss each statement briefly.

  Ask workshop participants to indicate their agreement or disagreement. Tally their responses on the overhead.

- Step 7: Direct students to read the text.

  (Overhead-13) Copy of text, "The Pampa of Argentina"

  Each participant has a copy of the textbook.

- Step 8: Conduct a follow-up discussion.

  After reading, participants may respond once again to the statements.

3. Practice the strategy.

   - Group teachers by grade level and ask them to develop the prereading strategy of the Anticipation Guide with their own social studies textbooks.
   - Allow time for discussion. Circulate to provide help and information.
   - Participants will have the opportunity to present the strategy and/or discuss it further at the next workshop.

4. View the videotape of me demonstrating an Anticipation Guide in the classroom. Critique and discuss the videotape. Ask for a new volunteer who will allow me to model the next prereading strategy in an actual classroom setting and videotape it for viewing at the next workshop.

HANDOUT – A PREREADING STRATEGY FOR SOCIAL STUDIES

ANTICIPATION GUIDE

- The Anticipation Guide (Readence, Bean, and Baldwin, 1981, 1985, 1989) is designed to:
  1. activate students' knowledge about a topic before reading
  2. provide purpose by serving as a guide for subsequent reading

- The Anticipation Guide attempts to enhance students' comprehension by having them react to a series of statements about a topic before they begin to read. It utilizes prediction by activating students' prior knowledge, and it capitalizes on controversy as a motivational device to get students involved in the material to be read.

- Step 1: Identify Major Concepts.
- Step 2: Determine Students' Knowledge of These Concepts.

  In order to determine how th main concepts support or challenge what the students already know, the teacher must consider the students' experiential background.

- *Step 3: Create Statements.*

  Three to five statements are usually a good number. The most effective statements are generally those in which the students have sufficient knowledge to understand what the statements say, but not enough to make any of them a totally known entity.

- Step 4: Decide Statement Order and Presentation Mode.

  The guide may be presented using the chalkboard, an overhead, or a worksheet that is handed out individually. A set of directions must be worded appropriately for the age and maturity levels of the students.

- *Step 5: Present Guide.*

  It is advisable to read the directions and statements orally. You should emphasize that students will share their thoughts and opinions about each statement, defending their agreement or disagreement with the statement. Students can work individually or in small groups to formulate a response.

- Step 6: Discuss Each Statement Briefly.

  The teacher asks for a show of hands from students to indicate their agreement or disagreement with each statement. The teacher tallies their responses.

- Step 7: Direct Students to Read the Text.

Students are told to read the text assignment with the purpose of deciding what the author would say about each statement.

- Step 8: Conduct Follow-up Discussion.

  After reading, the students may respond once again to the statements. This time they should react in the light of the actual text. Thus, the guide now serves as the basis for a postreading discussion in which students can share the new information gained from reading and how their previous thoughts may have been modified by what they understand the reading to say.

- References:

Readence, J. E., Bean, T. W., & Baldwin, R. S. (1989). Content area reading: An integrated approach. Dubuque, IA: Kendall/ Hunt.

Tierney, R. J., Readence, J. E., & Dishner, E. K. (1990). Reading strategies and practices: A compendium. Boston: Allyn and Bacon.

Outline for 4th Meeting

A Prereading Strategy for Math

1. List-Group-Label (Taba, 1967)
(Tierney, Readence, & Dishner, 1990)

- Introduce the strategy by doing the strategy.
- Step 1: Listing

  Select a one- or two-word topic to serve as a stimulus for listing words, such as "prereading." Ask workshop participants to brainstorm about the topic and list responses on the chalkboard.
- Step 2: Grouping/Labeling

  Read the list orally.

  Instruct participants to make smaller lists of words related to the topic, using only words from the large list that the group generated. These smaller groupings should consist of words that have something in common with one another. Words from the large list may be used in more than one smaller group. Each group of words must be given a label or title that indicates the shared relationship they possess.

- Step 3: Follow-up

  Record categories of words and their labels on another part of the chalkboard. After each category is recorded, ask why the words have been grouped in that particular way.

- Hand out descriptions of the List-Group-Label strategy.

2. Apply List-Group-Label to a textbook selection.

   Model the strategy for workshop participants.

   Math text: Connections – Grade 5
   Heath (1994)
   Chapter 9: Fractions and Mixed Numbers
   Pages 260-292.

   When used as a prereading strategy, List-Group-Label is designed to activate students' prior knowledge, thereby facilitating comprehension.

   Scenario: students in a 5th grade math class are ready to begin a chapter on fractions. They have been introduced to fractions in 4th grade, so they have some prior knowledge of fractions.

   - Step 1: Listing

     With "fractions" as the topic, ask workshop participants to generate a list of related words. List words on the chalkboard.

     Possible words: numerator
     divide

improper fractions
equivalent fractions
denominator
mixed numbers
add
multiply
pizza
pie
cake
measuring spoons
subtract
ruler
measuring cups

- Step 2: Grouping/Labeling

  Say each word. Ask participants to group the words into categories and label the categories.

  1. numerator, denominator = parts of a fraction
  2. divide, multiply, add, subtract = operations you can do with fractions
  3. ruler, measuring cups, measuring spoons = things that use fractions to measure
  4. pizza, pie, cake = things that are cut into fractions
  5. improper fractions, equivalent fractions = types of fractions

- Step 3: Follow-up

  List groups on the chalkboard. Person offering the group must state why these words have been categorized in that particular way.

3. Practice the strategy.

   - Group teachers by grade level and ask them to develop the prereading strategy of List-Group-Label with their own textbooks.
   - Allow time for discussion. Circulate around the room to provide help and information.
   - Participants will have the opportunity to discuss this strategy further and report feedback on its success at the next early-out in January.

3. View the videotape of me demonstrating List-Group-Label in a math classroom. Critique and discuss the videotape.

   Thank all participants for attending the workshops and offer further assistance if needed.

HANDOUT – A PREREADING STRATEGY FOR MATH

LIST-GROUP-LABEL

- List-Group-Label (Taba, 1967) is designed to encourage students to:

  1. improve their vocabulary and categorization skills
  2. organize their verbal concepts
  3. aid them in remembering and reinforcing new vocabulary

- Step 1: Listing.

  The teacher begins the LGL lesson by selecting a one- or two-word topic to serve as a stimulus for listing words. The teacher writes the topic at the top of the chalkboard. Students are asked to brainstorm about the topic. Responses are recorded, and the teacher should accept all word associations given by students, unless the response cannot be justified by the student. A list of twenty-five words is usually adequate.

- Step 2: Grouping/Labeling.

  To begin this portion of the lesson, the teacher should read the list of words orally. The students are then instructed to make smaller lists of words related to the topic, using only words from the large

list that the class generated. These smaller groupings should consist of words that have something in common with one another; and each grouping should have at least three words in them. Words from the large list may be used in more than one group. Students are also told that they must give their group of words a label or title that indicates the shared relationship they possess.

- Step 3: Follow-up.

  The teacher records categories of words and their labels as the students relate them. After a category is recorded, the student offering the group must state verbally why the words have been categorized in the particular way stated. In this way, all students can see category possibilities that may not have occurred to them.

- Perhaps the most beneficial aspects of LGL are the modeling and sharing that are built into the strategy. It is through this sharing that students are exposed to ideas and concepts that may be beyond their experiential background and, thus, enable learning to occur. Therefore, it is most important that modeling and sharing be emphasized as part of the lesson.

- References:

Taba, H. (1967). Teacher's handbook for elementary social studies. Reading, MA: Addison-Wesley.

Tierney, R. J., Readence, J. E., & Dishner, E. K. (1990). Reading strategies and practices: A compendium. Boston: Allyn and Bacon.

REFERENCES

Anders, P. L., & Guzzetti, B. J. (1996). Literacy instruction in the content areas. Fort Worth: Harcourt Brace College Publishers.

Anderson, R. C. (1982). Allocation of attention during reading. In A. Flammer & W. Kietsch (Eds.), Discourse processing. Amsterdam: North-Holland.

Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. D. Pearson (Ed.), Handbook of reading research. New York: Longmans, Green.

Anderson, R. C., Shirley, L., Wilson, P., & Fielding, L. (1987). Interestingness of children's reading material. In R. E. Snow and M. Farr (Eds.), Aptitude, learning, and instruction, volume 3: Cognitive and affective process analyses. Hillsdale, NJ: Erlbaum.

Bransford, J. D., & McCarrell, N. S. (1974). A sketch of a cognitive approach to comprehension. In W. B. Weimer & D. S. Palermo (Eds.), Cognition and the symbolic process. Hillsdale, NJ: Erlbaum.

Ciborowski, J. (1992). Textbooks and the students who can't read them. Cambridge, MA: Brookline Books.

Cochran, J. A. (1993). Reading in the content areas for junior high and high school. Boston: Allyn and Bacon.

Dishner, E. K., Bean, T. W., Readence, J. E., & Moore, D. W. (1992). Reading in the content areas: Improving classroom instruction. Dubuque, IA: Kendall/Hunt Publishing Company.

Dole, J., Valencia, S., Greer, E., & Wardrop, J. (1991). Effects of two types of prereading instruction on the comprehension of narrative and expository text. Reading Research Quarterly, 26, 142-159.

Dupuis, M. M., & Merchant, L. H. (1993). Reading across the curriculum: A research report for teachers. Bloomington, IN: ERIC and EDINFO Press.

Horn, J. (1982). The reading specialist as an effective change agent. Reading Teacher, 35, 408-411.

Jaeger, E. L. (1996). The reading specialist as collaborative consultant. Reading Teacher, 49, 622-629.

Kletzien, S. B. (1991). Strategy use by good and poor comprehenders reading expository text of differing levels. Reading Research Quarterly, 26, 67-86.

Mathison, C. (1989). Activating student interest in content area reading. Journal of Reading, 33, 170-176.

McKeown, M., Beck, L., Sinatra, G., & Loxterman, J. (1992). The contribution of prior knowledge and coherent text to comprehension. Reading Research Quarterly, 28, 251-264.

Moore, D. W., Readence, J. E., & Rickelman, R. J. (1983). An historical exploration of content area reading instruction. Reading Research Quarterly, 18, 419-438.

Moore, D. W., & Moore, S. A. (1986). Possible sentences. In E. K. Dishner, T.W. Bean, J. E. Readence, & D. W. Moore (Eds.), Reading in the content areas: Improving classroom instruction (pp.174-179). Dubuque, IA: Kendall/Hunt.

O'Brien, D. G., & Stewart, R. A. (1990). Preservice teachers' perspectives on why every teacher is not a teacher of reading: A qualitative analysis. Journal of Reading Behavior, 22, 101-129.

O'Brien, D. G., & Stewart, R. A. (1992). Resistance to content area reading instruction: Dimensions and solutions. In E. K. Dishner, T. W. Bean, J. E. Readence, & D. W. Moore (Eds.), Reading in the content areas: Improving classroom instruction (pp.30-40). Dubuque, IA: Kendall/Hunt.

Ratekin, N., Simpson, N., Alvermann, D. E., & Dishner, E. K. (1985). Why content teachers resist reading instruction. Journal of Reading, 28, 432-437.

Readence, J. E., Bean, T. W., & Baldwin, R. S. (1989). Content area reading: An integrated approach. Dubuque, IA: Kendall/Hunt.

Rhodes, L., & Dudley-Marling, C. (1996). Readers and writers with a difference. Portsmouth, NH: Heinemann.

Roe, B. D., Stoodt, B. D., & Burns, P. C. (1998). Secondary school literacy instruction: The content areas (6th ed.). Boston: Houghton Mifflin Company.

Sharp, P. A. (1993). Sharing your good ideas. Portsmouth, NH: Heinemann.

Symons, S., & Pressley, M. (1993). Prior knowledge affects text search and extraction of information. Reading Research Quarterly, 28, 252-264.

Taba, H. (1967). Teacher's handbook for elementary social studies. Reading, MA: Addison-Wesley.

Tierney, R. J., Readence, J. E., & Dishner, E. K. (1990). Reading strategies and practices: A compendium. Boston: Allyn and Bacon.

Vacca, R. T. (1989). Foreword. In D. W. Moore, J. E. Readence, & R. J. Rickelman. Prereading activities for content area reading and learning (2nd ed.). Newark, DE: International Reading Association.

Vacca, R. T., & Burkey, L. (1992). In E. K. Dishner, T. W. Bean, J. E. Readence, & D. W. Moore (Eds.), Reading in the content areas: Improving classroom instruction (pp.255-269). Dubuque, IA: Kendall/Hunt.

Vacca, R. T., & Vacca, J. L. (1996). Content area reading (5th ed.). New York: Harper Collins.

HANDOUT – A PREREADING STRATEGY FOR SCIENCE

POSSIBLE SENTENCES

- Possible Sentences (Moore & Moore, 1986) is designed to help students to:
  1. learn new vocabulary to be encountered in a reading assignment
  2. make predictions about sentences to be found in their reading
  3. provide purpose for reading
  4. arouse their curiosity concerning the text to be read

- Possible Sentences was designed as a means to enable students to determine independently the meanings and relationships of unfamiliar words in text reading assignments. Students make predictions about the relationships between the unknown words, read to verify the accuracy of the predicted relationships, and use the text to evaluate and refine their predictions. Thus, prediction is used to create interest and to focus students' attention on the meanings and concepts to be acquired.

- Possible Sentences is a five-part lesson and consists of the following steps:
- Step 1: List Key Vocabulary.

  To begin a Possible Sentence lesson, the teacher lists the essential vocabulary of a text selection on the board and pronounces the words for the students.
- Step 2: Elicit Sentences.

  Students are then asked to use at least two words from the list and make a sentence, one they think might possibly be in the text. The sentences are recorded exactly as given on the board.
- Step 3: Read and Verify Sentences.

  Students are asked to read the text to check the accuracy of the sentences generated.
- Step 4: Evaluate Sentences.

  With the text available for reference, a discussion is held as each sentence is evaluated. Sentences that are not accurate are either omitted or refined, according to what the text states. The discussion of the sentences calls for careful reading, since judgments as to the accuracy of sentences must be defined by students.
- Step 5: Generate New Sentences.

  After the original sentences have been evaluated, the teacher asks for additional sentences. This step is taken to further extend

students' understanding of the meanings and relationships of the vocabulary terms. As new sentences are generated, they are checked against the text for accuracy. All final sentences should be recorded in their notebooks by the students.

- Possible Sentences provides students an opportunity to use all language processes as they learn new word meanings. Students use their prior knowledge to make connections between new and known vocabulary words. Students use speaking to express these connections. They use listening to hear other students' ideas. They read to verify the possible sentences generated, and they write the refined versions in their notebooks.

- References:

Moore, D. W., & Moore, S. A. (1986). Possible sentences. In E. K. Dishner, T. W. Bean, J. E. Readence, & D. W. Moore (Eds.), Reading in the content areas: Improving classroom instruction (pp.174-179). Dubuque, IA: Kendall/Hunt.

Tierney, R. J., Readence, J. E., & Dishner, E. K. (1990). Reading strategies and practices: A compendium. Boston: Allyn and Bacon.

Ordeal by cheque

BY WUTHER CRUE

LOS ANGELES, CALIF. Aug. 30th 19 03 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Goosie Gander Baby Shoppe $48.50

One hundred + fortyeight —— 50/ DOLLARS

Lawrence Exeter

LOS ANGELES, CALIF. Sept 2nd 19 03 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Hollywood Hospital $100.00

One hundred —— XX DOLLARS

Lawrence Exeter

LOS ANGELES, CALIF. Oct. 3rd 19 03 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Dr. David M. McCoy $476.00

Four hundred + seventy five —— XX DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. Dec 14th 19 03 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF California Joyland Co. $83.20

Eighty three —— 20/ DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. Oct. 6th 19 09 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Palisades School for Boys $1,250.00

Twelve hundred + fifty —— XX DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. Apr. 18th 19 10 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF City Bicycle Co. $52.50

Fifty two —— 50/ DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. Aug. 26th 19 15 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Columbia Military Acad. $2,150.00

Twenty-one hundred + fifty —— XX DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. Sept 3rd 19 21 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Hollywood Cadillac Co. $3,885.00

Thirty eight hundred + eighty five XX DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. Sept. 7th 19 21 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Wilshire Auto Repair Service $288.76

Two hundred + eighty-eight —— 76/ DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. Oct. 15th 19 21 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Stanford University $339.00

Three hundred + thirty-nine —— XX DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. June 1st 19 23 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Miss Daisy Windsor $25,000.00

Twenty-five thousand —— XX DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. June 9th 19 23 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF French Line, Ile de France $585.00
Five hundred + eighty-five XX DOLLARS
Lawrence Exeter Sr

LOS ANGELES, CALIF. Aug. 23rd 19 23 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Banque de France $5,000.00
Five thousand XX DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Feb. 13th 19 26 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF University Club Florists $76.50
Seventy-six 50/ DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. June 22nd 19 26 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF University Club Florists $312.75
Three hundred + twelve 75/ DOLLARS
Lawrence Exeter Sr

LOS ANGELES, CALIF. Aug 11th 19 26 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Riviera Heights Land Co. $56,000.00
Fifty-six Thousand XX DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Oct. 30th 19 26 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Renaissance Interior Decorators $22,000.00
Twenty-two thousand XX DOLLARS
Lawrence Exeter Sr

LOS ANGELES, CALIF. Nov. 18th 19 26 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Beverly Diamond + Gift Shoppe $678.45
Six hundred + seventy-eight 45/ DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Nov. 16th 19 26 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Hawaii Steamship Co. $560.00
Five hundred + sixty XX DOLLARS
Lawrence Exeter Sr

LOS ANGELES, CALIF. Nov. 21st 19 26 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Lawrence Exeter, Junior $200,000.00
Two hundred thousand XX DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Nov. 22nd 19 26 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Ambassador Hotel $2,250.00
Twenty-two hundred + fifty XX DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Dec. 1st 19 26 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF University Club Florists $183.50
One hundred + eighty-three 50/ DOLLARS
Lawrence Exeter Sr.

LOS ANGELES, CALIF. Feb. 18 19 27 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Coconut Grove Sweet Shoppe $27.00
Twenty seven DOLLARS
Lawrence Exeter Jr.

LOS ANGELES, CALIF. July 16 19 27 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Parisian Gown Shoppe $925.00
Nine hundred twenty five ~~~ DOLLARS
Lawrence Epeter Jr.

LOS ANGELES, CALIF. Dec. 1 19 27 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Anita Lingerie Salon $750.00
Seven hundred, fifty ~~~ DOLLARS
Lawrence Epeter Jr.

LOS ANGELES, CALIF. April 1 19 28 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Parisian Gown Shoppe $1,150.00
Eleven hundred, fifty ~~~ DOLLARS
Lawrence Epeter, Jr.

LOS ANGELES, CALIF. Nov. 1 19 28 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Moderne Sportte Shoppe $562.00
Five hundred, sixty two ~~~ DOLLARS
Lawrence Epeter, Jr.

LOS ANGELES, CALIF. July 1 19 29 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF The Bootery $145.25
One hundred, forty-five 25/00 DOLLARS
Lawrence Epeter, Jr.

LOS ANGELES, CALIF. Aug 23 19 29 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Tony Spagoni $126.00
One hundred, twenty six ~~~ DOLLARS
Lawrence Epeter Jr.

LOS ANGELES, CALIF. Aug. 30 19 29 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Tony Spagoni $126.00
One hundred, twenty six ~~~ DOLLARS
Lawrence Epeter, Jr.

LOS ANGELES, CALIF. May 25 19 30 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF University Club Florists $87.00
Eighty seven ~~~~~ DOLLARS
Lawrence Epeter Jr.

LOS ANGELES, CALIF. May 28 19 30 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Broadway Diamond Co. $575.00
Five hundred, seventy five ~~ DOLLARS
Lawrence Epeter Jr.

LOS ANGELES, CALIF. Nov. 13 19 30 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Miss Flossie Wentworth $50,000.00
Fifty thousand ~~~~~ DOLLARS
Lawrence Epeter, Jr.

LOS ANGELES, CALIF. Nov. 14 19 30 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Wall & Smith, attys. at Law $525.00
Five hundred, twenty five ~~ DOLLARS
Lawrence Epeter, Jr.

LOS ANGELES, CALIF. Nov. 15 19 30 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Mrs. Lawrence Epeter, Jr. $5000.00
Five thousand ~~~~~ DOLLARS
Lawrence Epeter, Jr.

Los Angeles, Calif. June 20 1931 No. ____

HOLLYWOOD STATE BANK 90-984
6801 Santa Monica Boulevard

Pay to the order of Clerk, Reno Municipal Court $52.00
Fifty-two ~~~~~ Dollars
Lawrence Eplter, Jr.

Los Angeles, Calif. June 20 1931 No. ____

HOLLYWOOD STATE BANK 90-984
6801 Santa Monica Boulevard

Pay to the order of Marie Wharton Epeter $75,000
One hundred seventy five thousand ~~ Dollars
Lawrence Epeter, Jr.

Los Angeles, Calif. June 20 1931 No. ____

HOLLYWOOD STATE BANK 90-984
6801 Santa Monica Boulevard

Pay to the order of Walker + Walker $700.00
Seven hundred ~~~~~ Dollars
Lawrence Epeter, Jr.

Los Angeles, Calif. June 20 1931 No. ____

HOLLYWOOD STATE BANK 90-984
6801 Santa Monica Boulevard

Pay to the order of Wall + Smith $450.00
Four hundred fifty ~~~~~ Dollars
Lawrence Epeter Jr.

Los Angeles, Calif. July 1 1931 No. ____

HOLLYWOOD STATE BANK 90-984
6801 Santa Monica Boulevard

Pay to the order of Tony Spagoni $100.00
One hundred ~~~~~ Dollars
Lawrence Epeter, Jr.

Los Angeles, Calif. July 2 1931 No. ____

HOLLYWOOD STATE BANK 90-984
6801 Santa Monica Boulevard

Pay to the order of Tony Spagoni $100.00
One hundred ~~~~~ Dollars
Lawrence Epeter Jr.

Los Angeles, Calif. July 3 1931 No. ____

HOLLYWOOD STATE BANK 90-984
6801 Santa Monica Boulevard

Pay to the order of Peter Ventizzi $25.00
Twenty-five ~~~~~ Dollars
Lawrence Epeter Jr.

Los Angeles, Calif. July 5th 1931 No. ____

HOLLYWOOD STATE BANK 90-984
6801 Santa Monica Boulevard

Pay to the order of Hollywood Hospital $100.00
One hundred ~~~~~ Dollars
Lawrence Epeter, Jr.

Los Angeles, Calif. July 15th 1931 No. ____

HOLLYWOOD STATE BANK 90-984
6801 Santa Monica Boulevard

Pay to the order of Dr. David M. McCoy $175.00
One hundred + seventy-five ~~ Dollars
Lawrence Epeter Jr.

Los Angeles, Calif. July 16th 1931 No. ____

HOLLYWOOD STATE BANK 90-984
6801 Santa Monica Boulevard

Pay to the order of Hollywood Mortuary $1,280.00
Twelve hundred + eighty ~~ Dollars
Lawrence Epeter

HANDOUT – A PREREADING STRATEGY FOR SOCIAL STUDIES

ANTICIPATION GUIDE

- The Anticipation Guide (Readence, Bean, and Baldwin, 1981, 1985, 1989) is designed to:
  1. activate students' knowledge about a topic before reading
  2. provide purpose by serving as a guide for subsequent reading

- The Anticipation Guide attempts to enhance students' comprehension by having them react to a series of statements about a topic before they begin to read. It utilizes prediction by activating students' prior knowledge, and it capitalizes on controversy as a motivational device to get students involved in the material to be read.

- Step 1: Identify Major Concepts.
- Step 2: Determine Students' Knowledge of These Concepts.

  In order to determine how the main concepts support or challenge what the students already know, the teacher must consider the students' experiential background.

- Step 3: Create Statements.

  Three to five statements are usually a good number. The most effective statements are generally those in which the students have sufficient knowledge to understand what the statements say, but not enough to make any of them a totally known entity.

- Step 4: Decide Statement Order and Presentation Mode.

  The guide may be presented using the chalkboard, an overhead, or a worksheet that is handed out individually. A set of directions must be worded appropriately for the age and maturity levels of the students.

- Step 5: Present Guide.

  It is advisable to read the directions and statements orally. You should emphasize that students will share their thoughts and opinions about each statement, defending their agreement or disagreement with the statement. Students can work individually or in small groups to formulate a response.

- Step 6: Discuss Each Statement Briefly.

  The teacher asks for a show of hands from students to indicate their agreement or disagreement with each statement. The teacher tallies their responses.

- Step 7: Direct Students to Read the Text.

  Students are told to read the text assignment with the purpose of deciding what the author would say about each statement.

- Step 8: Conduct Follow-up Discussion.

  After reading, the students may respond once again to the statements. This time they should react in the light of the actual text. Thus, the guide now serves as the basis for a postreading discussion in which students can share the new information gained from reading and how their previous thoughts may have been modified by what they understand the reading to say.

- References:

Readence, J. E., Bean, T. W., & Baldwin, R. S. (1989). Content area reading: An integrated approach. Dubuque, IA: Kendall/ Hunt.

Tierney, R. J., Readence, J. E., & Dishner, E. K. (1990). Reading strategies and practices: A compendium. Boston: Allyn and Bacon.

HANDOUT – A PREREADING STRATEGY FOR MATH

LIST-GROUP-LABEL

- List-Group-Label (Taba, 1967) is designed to encourage students to:
  1. improve their vocabulary and categorization skills
  2. organize their verbal concepts
  3. aid them in remembering and reinforcing new vocabulary

- Step 1: Listing.

  The teacher begins the LGL lesson by selecting a one- or two-word topic to serve as a stimulus for listing words. The teacher writes the topic at the top of the chalkboard. Students are asked to brainstorm about the topic. Responses are recorded, and the teacher should accept all word associations given by students, unless the response cannot be justified by the student. A list of twenty-five words is usually adequate.

- Step 2: Grouping/Labeling.

  To begin this portion of the lesson, the teacher should read the list of words orally. The students are then instructed to make smaller lists of words related to the topic, using only words from the large

list that the class generated. These smaller groupings should consist of words that have something in common with one another, and each grouping should have at least three words in them. Words from the large list may be used in more than one group. Students are also told that they must give their group of words a label or title that indicates the shared relationship they possess.

- Step 3: Follow-up.

  The teacher records categories of words and their labels as the students relate them. After a category is recorded, the student offering the group must state verbally why the words have been categorized in the particular way stated. In this way, all students can see category possibilities that may not have occurred to them.

- Perhaps the most beneficial aspects of LGL are the modeling and sharing that are built into the strategy. It is through this sharing that students are exposed to ideas and concepts that may be beyond their experiential background and, thus, enable learning to occur. Therefore, it is most important that modeling and sharing be emphasized as part of the lesson.

- References:

Taba, H. (1967). Teacher's handbook for elementary social studies. Reading, MA: Addison-Wesley.

Tierney, R. J., Readence, J. E., & Dishner, E. K. (1990). Reading strategies and practices: A compendium. Boston: Allyn and Bacon.

Overheads

"No instructional concept

in content area reading

is more sensible or powerful

than

prereading preparation."

(Richard T. Vacca)

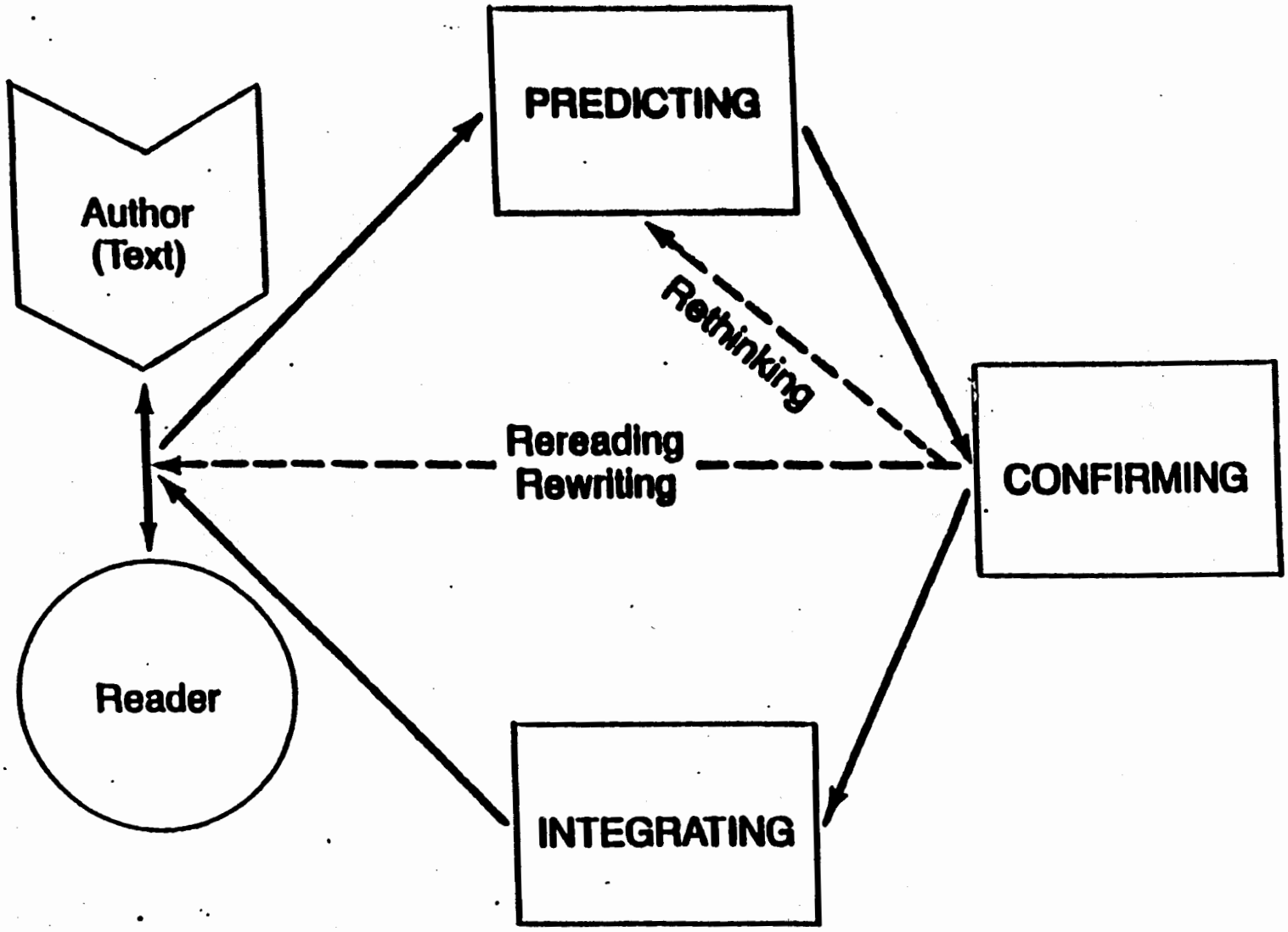
ANDERSON & PEARSON, 1984

DOLE, VALENCIA, GREEN, & WARDROP, 1991

SYMONS & PRESSLEY, 1993

KLETZIEN, 1991

FIGURE 2–3 Reading and Writing as Processes (Adapted from Goodman & Burke 1980)



WHAT WILL PREREADING INSTRUCTION DO?

- Activate prior knowledge.
- Arouse interest and motivate.
- Set the purposes for reading.

THE NOTES WERE SOUR BECAUSE THE SEAM SPLIT.

Box 1.3

Prereading Activity for "Ordeal by Cheque"

Here are the essential bits of information contained in the first few checks of the story:

Entry date:	Paid to:	Amount:	Signed by:
8/30/03	A baby shop	$ 148.00	Lawrence Exeter
9/2/03	A hospital	100.00	Lawrence Exeter
10/3/03	A physician	475.00	Lawrence Exeter, Sr.
12/10/03	A toy company	83.20	Lawrence Exeter, Sr.
10/6/09	A private school for boys	1250.00	Lawrence Exeter, Sr.
8/6/15	A military academy	2150.00	Lawrence Exeter, Sr.
9/3/21	A Cadillac dealer	3885.00	Lawrence Exeter, Sr.
9/7/21	An auto repair shop	228.75	Lawrence Exeter, Sr.

What is the story about? How would you describe the main characters? What do you think will happen in the remainder of the story?

(Vacca & Vacca, 1996)

Ordeal by cheque

BY WUTHER CRUE

LOS ANGELES, CALIF. Aug. 30th 19 03 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Goosie Gander Baby Shoppe $48.50

One hundred + forty-eight ——— 50/ DOLLARS

Lawrence Exeter

LOS ANGELES, CALIF. Sept 2nd 19 03 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Hollywood Hospital $100.00

One hundred ——— XX DOLLARS

Lawrence Exeter

LOS ANGELES, CALIF. Oct 3rd 19 03 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Dr. David M McCoy $476.00

Four hundred + seventy-five ——— XX DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. Dec 14th 19 03 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF California Joyland Co. $83.20

Eighty three ——— 20/ DOLLARS

Lawrence Exeter Jr.

LOS ANGELES, CALIF. Oct. 6th 19 09 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Palisades School for Boys $1,250.00

Twelve hundred + fifty ——— XX DOLLARS

Lawrence Exeter Jr

LOS ANGELES, CALIF. Apr. 18th 19 10 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF City Bicycle Co. $52.5

Fifty two ——— 5 0/ DOLLAR

Lawrence Exeter Jr

LOS ANGELES, CALIF. Aug. 26th 19 15 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Columbia Military Acad. $2,150.

Twenty-one hundred + fifty ——— XX DOLLAR

Lawrence Exeter Jr

LOS ANGELES, CALIF. Sept 3rd 19 21 No.

HOLLYWOOD STATE BANK 90-984
6801 SANTA MONICA BOULEVARD

PAY TO THE ORDER OF Hollywood Cadillac Co. $3,885.

Thirty eight hundred + eighty five XX DOLLARS

Lawrence Exeter Jr.

Source: "Ordeal by Cheque"

by Wuther Crue.

verify	discussion
refine	vocabulary
elicit	sentences
read	concepts
generate	record
evaluate	key

adaptation

behavior

camouflage

instincts

learned behaviors

physiological adaptations

structural adaptations

behavioral adaptations

protective coloration

protective resemblance

1 What Are Adaptations?

LESSON GOALS

You will learn
- adaptations help organisms survive.
- some adaptations involve structures or colors.
- some adaptations involve jobs of body parts.
- some adaptations involve behaviors.

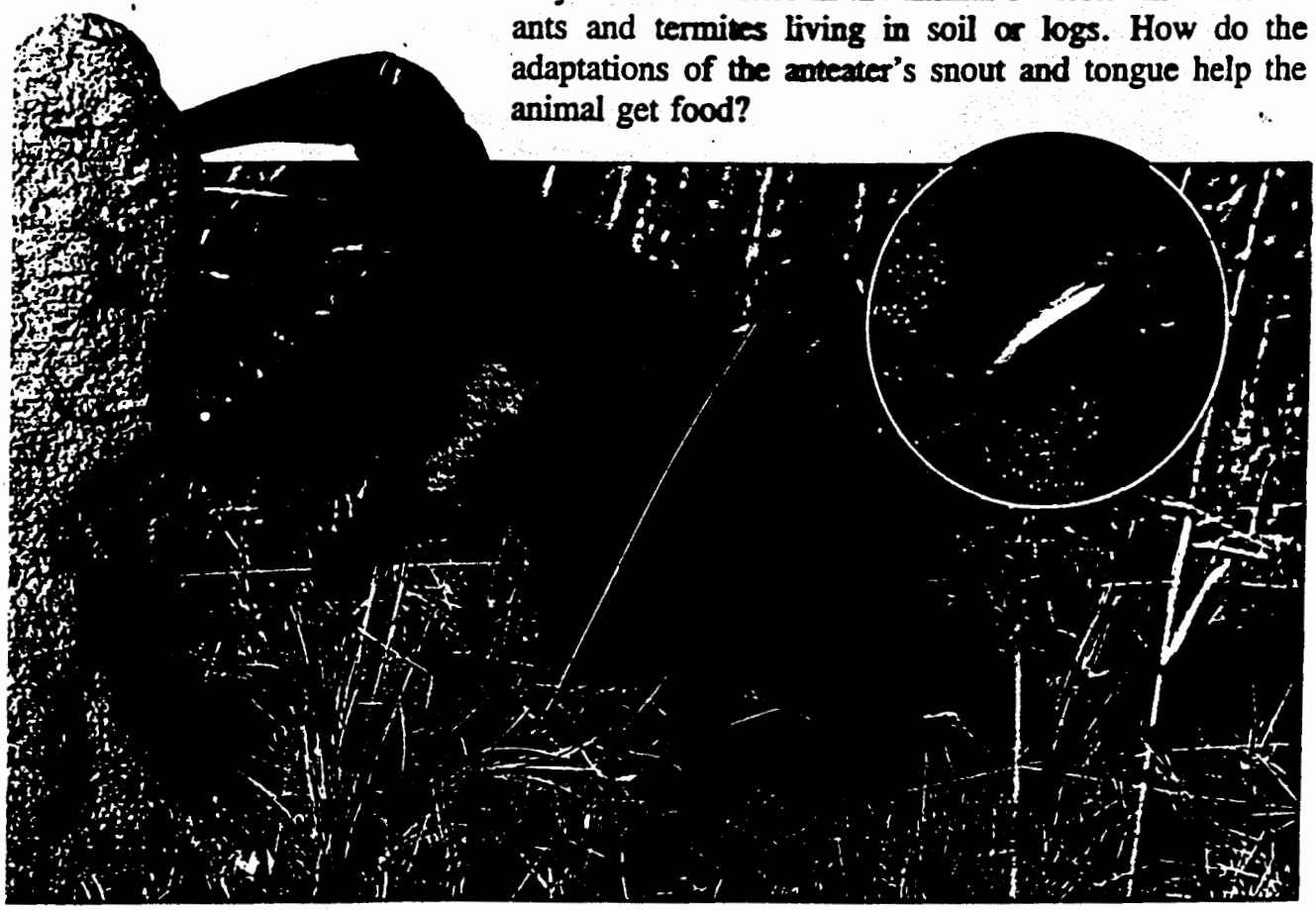
Think about your teeth. They are shaped in different ways: large front teeth, sharp side teeth, and wide, flat back teeth. Your teeth are also shaped differently from those of other animals. A shark's teeth are pointed and very sharp. A cow's teeth are all wide and flat. Why do different animals have teeth of different shapes?

Characteristics for Survival

An **adaptation** is a trait that helps a species survive. Teeth are examples of adaptations. How do human teeth aid survival? Think about the foods sharks and cows eat and how their teeth shapes are adaptations.

adaptation
(ad′ap tā′shən), a trait that helps a species survive.

An adaptation can aid survival in various ways. Some may help an organism get food. Look at the toothless snout and the long sticky tongue of the giant anteater in the picture. The tongue is made up of muscles so long they attach to bones in the animal's chest! Anteaters eat ants and termites living in soil or logs. How do the adaptations of the anteater's snout and tongue help the animal get food?



This giant anteater probes the termite mound for food.

Body Parts and Colors

Some adaptations involve body parts. Your teeth and an anteater's snout and tongue are examples of **structural adaptations** or adaptations involving body parts. Look at the structural adaptations of the organisms in the pictures. What kind of food do you think each animal eats? In what kind of environment does each animal probably live?

structural (struk′chər əl) **adaptation,** a body part or coloring that aids survival.

White-footed mouse

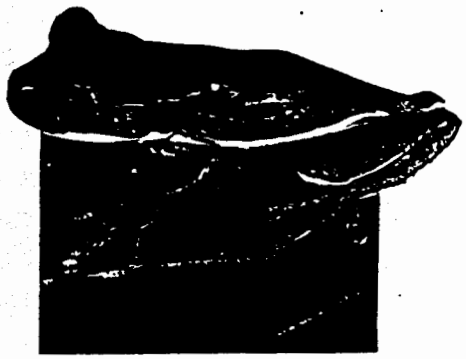
Bumblebee

Lion

Structural adaptations do many kinds of jobs. You have seen some examples of adaptations that aid food-getting. The hooves of horses and feathers of birds are structural adaptations that aid movement. The leathery shell of a turtle's egg protects the young inside, aiding reproduction. The spines of cacti and the thorns of roses are adaptations that protect the plants. Adaptations may help save water or may help save body heat. What do you think are the jobs of the structural adaptations of the tree frog in the picture?

Osprey

The colors or markings of animals can be structural adaptations. Some poisonous animals are brightly colored, which alerts other animals to the danger of eating them. Certain moths and fish have large black "eyespots" near their tail ends that confuse predators. The bright colors or complex markings of still other animals help attract mates. A male frigate bird, for example, has a bright red chest sack that attracts female frigate birds.



Tree frog

SCIENCE IN YOUR LIFE

Plants have many adaptations. Skunk cabbage produces a very strong odor that smells like rotting meat. This physiological adaptation aids survival because certain beetles and flies are attracted by the odor. These animals then move from flower to flower, aiding pollination.

Bleached lizard

Spiny bug

Stick caterpillar

Sometimes colors or markings help animals to hide while they hunt or to escape from predators. **Camouflage** enables animals to blend in with their surroundings. Some animals are camouflaged by **protective coloration,** which causes them to match the color or pattern of their background. Animals also can be camouflaged by **protective resemblance.** This type of adaptation results in the animal matching some object in its background such as a twig or leaf. Find each of the camouflaged animals in the pictures. Which are camouflaged by protective coloration? Protective resemblance?

camouflage (kam′ə fläzh), characteristics that enable organisms to blend in with their surroundings.

protective coloration, camouflage in which colors and patterns of organisms match the surroundings.

protective resemblance (ri zem′bləns), camouflage in which shapes and colors of organisms match other objects in the surroundings.

physiological (fiz′ē ə loj′ə kəl) **adaptation,** jobs of body parts controlling life processes that aid survival.

Jobs of Body Parts

Physiological adaptations involve the jobs of body parts that control life processes. Some seals, for example, can hold their breath for over thirty minutes while they hunt for food at depths over four hundred meters! They can do this because of adaptations that "shut off" the circulation in the outer layers of their bodies and limbs. This action conserves oxygen.

Certain plants also have physiological adaptations. Saltbrush is a grass that grows well in salty soils. The salt in these soils would poison most plants. In saltbrush, however, the salt taken in through the soil is pumped out of the tissues to the surface of the leaves. This adaptation prevents the salts from building up in the tissues and killing the plant.

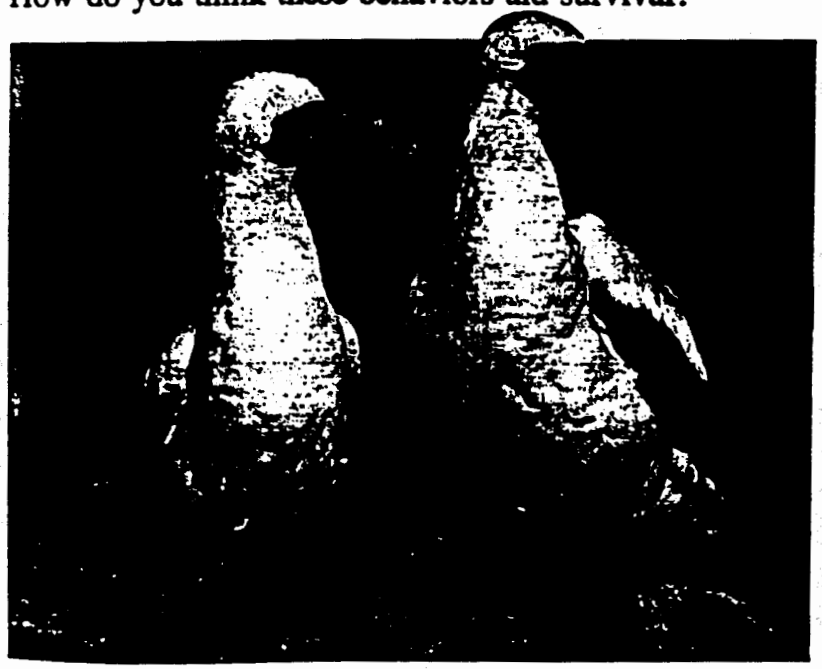
Discover Science, Grade 6 (Scott, Foresman, 1991)

Behaviors

An organism's **behavior** involves all of that organism's actions. Behaviors that aid a species survival are called **behavioral adaptations.** Look at the garden spider's web. A garden spider's web is the result of a behavioral adaptation. How does this action aid survival of garden spiders?

Some behavioral adaptations help animals escape danger. When a deer is frightened, it flips its tail upward showing its white rump. To other deer, this signals danger. The rest of the group can then flee. Other animals sound danger signals. The species of ground squirrel below makes sounds so specific the rest of the group knows whether a hawk, snake, or mammal is approaching!

Other behavioral adaptations help many animals find mates. Notice the small pebble the male masked booby is presenting to the female. Male mallard ducks make special drinking and grooming movements to attract female mallard ducks. Female hammerhead bats approach males who make long honks and buzzes. Even cockroaches have behavioral adaptations for mating! They approach each other, stroke antennas, and then the male raises his wings and "poses" for many seconds. How do you think these behaviors aid survival?

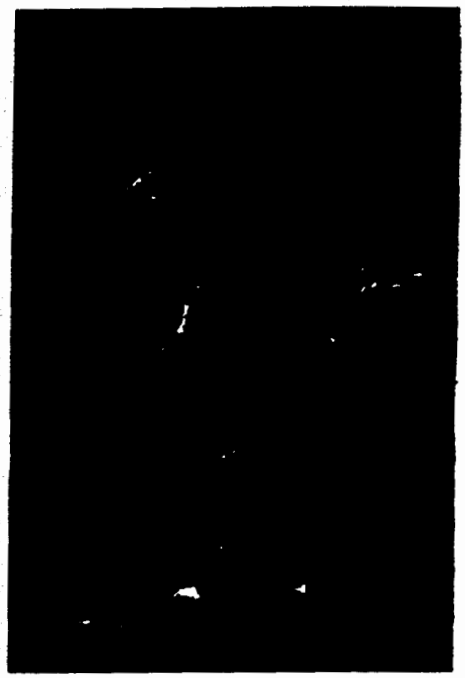


Masked boobies have behavioral adaptations for mating.

behavior (bi hā′vyər), all the actions of an organism.

behavioral (bi hā′vyər əl) **adaptation,** an action that aids survival.

Garden spider



California ground squirrel

learned behavior, an action that is not inherited from the parents.

instinct (in'stingkt), an inherited behavior.

Many actions are **learned behaviors.** Most mammals are quite helpless when first born. However, they learn many behaviors that aid survival. Think of a baby lion cub. Its mother cares for and nurses it until she can eventually give it solid food. During this time the cub watches the rest of the pride hunt and capture prey. The cub sees these actions for several months before it can capture prey. As the cub hunts, it learns how to react. After two to three years, the cub can hunt well enough to feed itself.

Young timber wolves

All young are born with **instincts**—behaviors inherited from parents. Instincts are not learned. The young timber wolves howl and pounce without ever seeing other animals do so. By instinct, a puffer fish inflates its body—or puffs up—as protection. Instincts enable a female digger-wasp to carry out all necessary activities for reproduction within its short life span of a few weeks. During that time, females mate, dig a complex nest in the ground, kill prey to store in the nest, lay eggs, and seal the nest. Then the wasp dies. Young digger-wasps hatch in the spring, when by instinct, the young females again carry out these tasks.

Lesson Review

1. What are two adaptations for food-getting and how do they aid survival of the species?
2. What is a structural adaptation?
3. Scorpion fish make a poison used for protection. What kind of adaptation is this?
4. What are three ways that behavioral adaptations aid survival?
5. **Challenge!** How do you think instincts aid survival?

Study on your own, pages 464–465.

LIFE SCIENCE

Some behavioral adaptations are a complex mixture of learning and instinct. Honeybees form societies—groups in which different animals have different jobs. Use references to find out about a honeybee society. What are the different jobs? How do the workers tell the other bees about new food sources? Write a report on your findings.

1. Controversy can be a good thing.
2. It's a waste of valuable classroom time to prepare students to read.
3. Reading strategies should only be used in grades K-3 because that is when children learn to read.
4. Predicting can help comprehension.

1. Penguins could certainly not live in Argentina because the climate is so hot.

2. Since Argentina is a poor country, it has no big, modern cities.

3. Argentina probably has lots of cattle because they can graze on the pampa (large plains).

4. Estancias, or ranches, are smaller nowadays in Argentina.

5. If you go to Argentina, you probably won't be able to breathe very well because it's all mountains.

Reading for a Purpose

Look for these important words:

Key Words	Places
• pampa	• Patagonia
• alfalfa	• Buenos Aires
• *estancias*	• Salado River

Look for answers to these questions.

1. What kind of rainfall and climate does the pampa have?
2. What are some of the important products that come from the pampa?
3. Why is meat packing an important industry in Argentina?
4. What are *estancias*?

2 *The Pampa of Argentina*

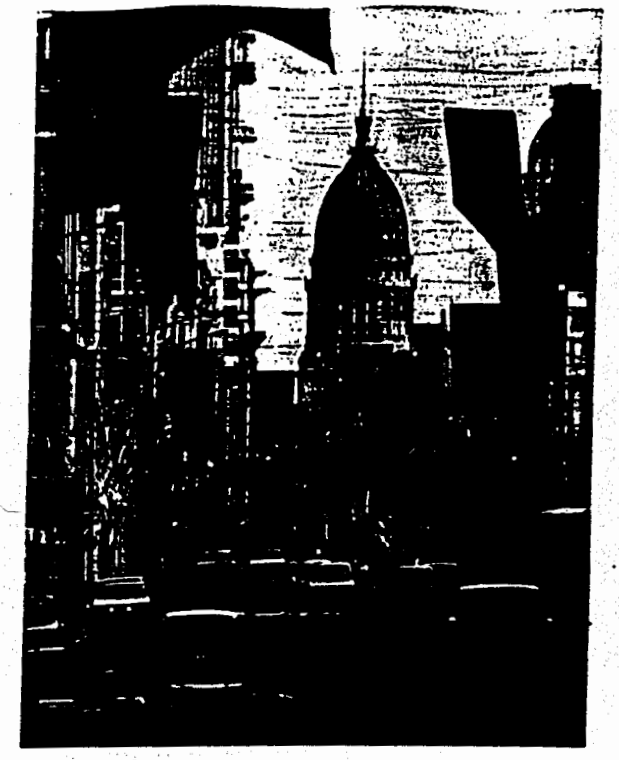
Argentina is South America's second-largest country. Along the western edge of the country are the Andes Mountains. As you have read, these mountains are steep and cold.

To the east of the Andes is a large, dry plateau. This plateau is called **Patagonia** (pat•uh•GOH•nyuh). Though mostly desert, Patagonia does support a few people as well as some unusual wildlife.

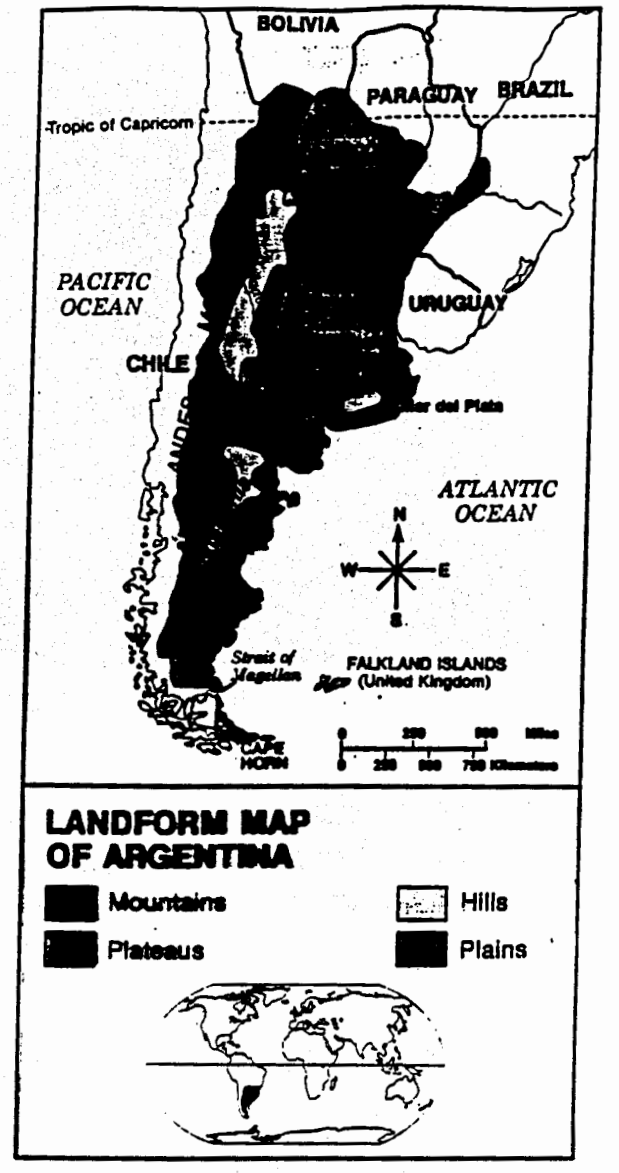
One unusual animal that lives along the coast is a type of penguin. These penguins actually only live on land for a short time, when they are raising their

Though awkward-looking on land, penguins are graceful swimmers.

States and Regions, Grade 4 (Harcourt Brace, 1991)



Buenos Aires, Argentina's capital, is the center of its government and trade.



chicks. The rest of the year they spend swimming in the Atlantic Ocean.

Northeast of Patagonia, in the middle of Argentina, is a large grassland called the **pampa.** *Pampa* is the Spanish word for plain. Argentina's pampa is one of the world's largest plains.

Most of Argentina's products come from the pampa. More than half of Argentina's people live there, too. Most of them live in Argentina's capital city, **Buenos Aires** (BWAY•nuh SAR•eez).

Buenos Aires is a large, modern city with skyscrapers and wide highways. It lies on the eastern edge of the pampa, near the Atlantic Ocean. Buenos Aires is also a busy port. Ships from around the world dock in its harbor.

The Pampa

Spreading out from Buenos Aires for hundreds of miles is the pampa. Endless fields of wheat and grass stretch out in all directions.

States and Regions, Grade 4 (Harcourt Brace, 1991)

Each rainy season produces a thick growth of grass that makes the pampa Argentina's most valuable grazing land.

The pampa has a mild climate and good rainfall. The western part of the pampa receives about 20 inches (about 51 cm) of rain each year. The eastern half receives close to 40 inches (about 102 cm) of rain a year. Yet you can travel for miles across the pampa and not see a stream. The **Salado River** is the only large river that flows across the pampa. You will, however, see windmills rising above the flat land. They pump water from under the ground.

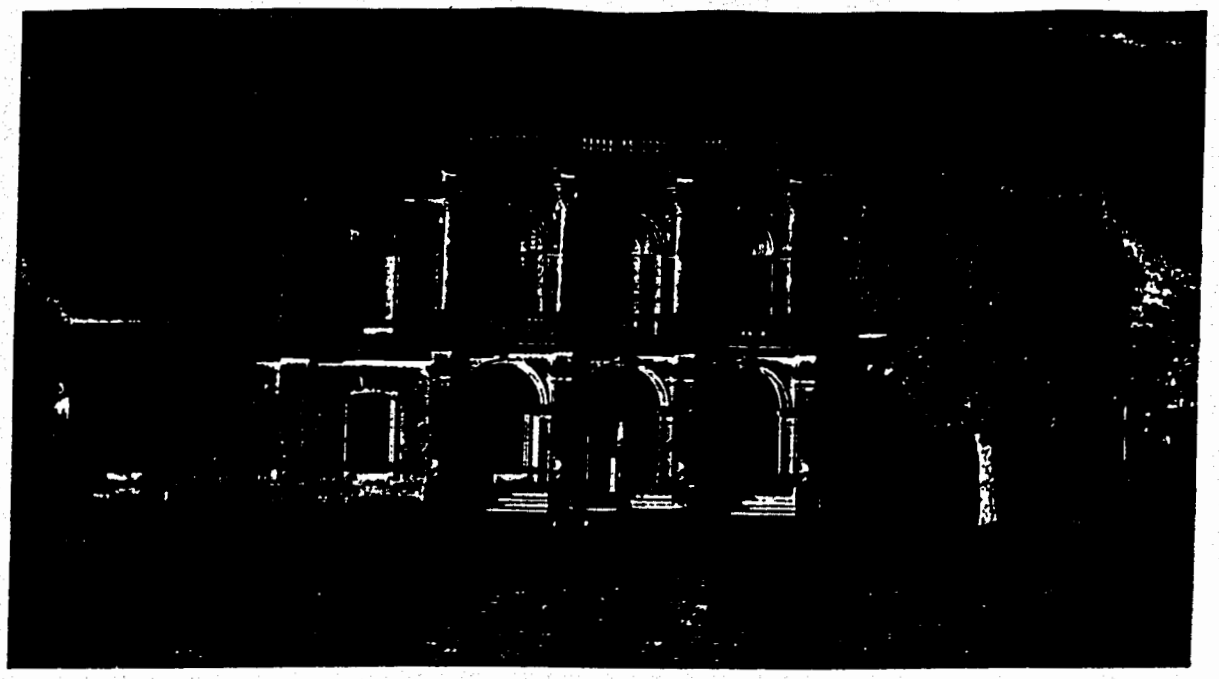
Argentina is in the Southern Hemisphere. Therefore the seasons are just the opposite of those in our Northern Hemisphere. January is the hottest month on the pampa. June through August are the winter months. However, the winters are mild. They are much like winters in our southern states.

Farmlands and Cattle Ranches

The rich soil of the pampa makes it one of the world's best farmlands. Wheat, corn, and **alfalfa** are three of the important crops of the pampa. Alfalfa is a leafy plant grown as cattle feed. Much of the wheat and corn crops is exported to other countries.

By far the most valuable product of the pampa is beef cattle. The grasslands and alfalfa crop feed many large herds of cattle.

States and Regions, Grade 4 (Harcourt Brace, 1991)



Spanish settlers of the *estancias* built beautiful houses like those of Europe. Today, this *estancia* mansion houses a university.

After about two years the cattle are ready for market. They are shipped to meat-packing plants in Buenos Aires. Meat packing is Argentina's most important industry. Much of Argentina's beef is exported to other countries.

Cattle were first brought to Argentina by Spanish settlers. Like most South American countries, Argentina was settled by the Spanish. Many Italian, German, and English people settled there later. However, Argentina is still a Spanish-speaking country.

Some of the settlers from Europe started **estancias** (es•TAHN•see•uhs), or large ranches, on the pampa. The *estancias* covered thousands of acres. The owner of each *estancia* built a large, beautiful house filled with costly furniture from Europe. Near the house the owner planted trees and gardens.

Estancia owners divided the land among family members over the years. Today most of the old *estancias* are much smaller. Yet some *estancias* still stretch for thousands of acres.

Reading Check

1. What is the most important product of the pampa?
2. Why is alfalfa important in Argentina?
3. Why have *estancias* become smaller over the years?

Think Beyond What American city might be compared to Buenos Aires? Explain.

States and Regions, Grade 4 (Harcourt Brace, 1991)